DOCUMENT RESUME

ED 189 306 CE 025 201

TITLE	Mountain State Vocational-Technical School: A Model for Recruitment, Selection, Counseling and Placement.
INSTITUTION	Associated Educational Consultants, Inc., Pittsburgh, Pa.
SPONS AGENCY	West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE	Jun 79
NOTE	74p.: For a related document see CE 025 202.
AVAILABLE FROM	Bureau of Vocational, Technical and Adult Education, Building 6, Room B-221, Charleston, WV 25305 ($7.00)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Admission (School): *Admission Criteria: Adult Education: Career Guidance: Communication (Thought Transfer): Counseling Services: *Educational Counseling: Followup Studies: Guidance Programs: Guidelines: Job Placement: Models: Postsecondary Education: Regional Schools: Scheduling: Secondary Education: *Student Placement: *Student Recruitment: *Vocational Education: *Vocational Schools

ABSTRACT

This booklet presents a model for recruitment, selection, counseling, and placement activities of students in Grade 7 through individuals out of school. This overall model for a counseling and vocational guidance program in a fictitious area vocational-technical school located "somewhere in West Virginia" is divided into four areas: recruitment, selection, counseling, and placement and followup. Following introductory materials--organizational plan, statement of purpose, and student-services functions--sections of the booklet focus on the four functional areas. Recruitment is briefly discussed with reference to a booklet titled "Recruitment of Students for Vocational Education" (developed by the same project). The section on selection includes models of ways in which a selection committee can communicate with students, counselors, principals, and the public. An overview of admissions policy deals with recruiting, selection, and scheduling procedures. Three final sections then focus on student placement, job placement procedure, and followup. Appendixes include a vocational interest survey, application for enrollment, and business and industry survey and sample file card. (YLB)

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ED189306

MOUNTAIN STATE VOCATIONAL-TECHNICAL SCHOOL

A MODEL FOR RECRUITMENT, SELECTION, COUNSELING AND PLACEMENT

for

THE WEST VIRGINIA BOARD OF EDUCATION
DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
CHARLESTON, WEST VIRGINIA

by

ASSOCIATED EDUCATIONAL CONSULTANTS, INC.
North Allegheny Office and Research Park
McKnight and Pine Creek Roads P.O. Box 15073
Pittsburgh, Pennsylvania 15237

CE 025 201

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RESEARCH REPORT

The research report herein was performed pursuant to an agreement made by and between the State of West Virginia, by the Commissioner of Finance and Administration on behalf of the Board of Education, and Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania. The contractors undertaking this project were encouraged to express their professional judgment freely in the conduct of the project. The points of view and opinions stated herein do not necessarily represent the position or policy of the Board of Education of the State of West Virginia or of the Bureau of Vocational, Technical and Adult Education.

C O N S U L T A N T S T A F F

Associated Educational Consultants, Inc.
Pittsburgh, Pennsylvania

*Dr. Dan K. Jacobs, Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania
Dr. John G. Drugo, Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania
Dr. Morgan V. Lewis, The Center for Vocational Education, Ohio State University, Ohio
Mrs. Ona Kay Kinter, Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania
Dr. D. Frederick Cullen, Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania
Dr. Ruth M. Lungstrum, University of Pittsburgh, Pittsburgh, Pennsylvania
Mrs. Pamela M. Wiegman, Pittsburgh Public Schools, Pittsburgh, Pennsylvania
Dr. Robert F. Nicely, Jr., The Pennsylvania State University, State College, Pennsylvania
Mrs. Alice McKenna, Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania
Mrs. Marti Kersten, Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania

*Project Director

ACKNOWLEDGEMENTS

Associated Educational Consultants, Inc., would like to express their appreciation for the cooperation received from the very large numbers of people involved in the conduct of this project. Any time a study of this magnitude takes place, it is most essential that a variety of people have the opportunity to express their views and opinions. We certainly believe that this was accomplished. The assistance of the Task Force was most valued as they provided helpful ideas and formative direction to the study.

In collecting materials for the project, Development of Strategies for Improving Student Recruitment and Selection in Vocational Education, Associated Educational Consultants, Inc., incurred a great debt of gratitude to administrators of secondary and postsecondary vocational-technical schools and senior high schools in West Virginia and throughout the nation. Many of their suggestions and freely-offered materials were quite useful in giving direction to the study and in developing the products of the project. Of special assistance were:

Board of Cooperative Educational Services
of Nassau County
Westbury, New York 11590

Mount Rainier High School
Des Moines, Washington 98188

Charles Allen Prosser Vocational Center
New Albany, Indiana 47150

Southeast Multidistrict Vocational
Center
Oakes, North Dakota 58474

West Forsythe Senior High School
Clemmons, North Carolina 27012

Whiteside Area Vocational Center
Sterling, Illinois 61080

Of particular importance to the success of the project was the assistance and support of the West Virginia Bureau of Vocational, Technical and Adult Education, particularly Mr. Clarence Burdette, Assistant State Superintendent of Schools, and his staff. Mr. John E. Cook, Assistant Director of Secondary Programs, and Dr. Roy Thomas, Director of the Research Coordinating Unit, offered constant aid and encouragement.

TASK FORCE MEMBERS

Mr. William Childers
Wheeling Park High School
R. D. #4, Box 1976
Wheeling, West Virginia 26003

Mr. John E. Cook
Ass't. Director, Secondary Programs
Bureau of Vocational, Technical and
Adult Education
Building #6, Capitol Complex
Charleston, West Virginia 25305

Mr. Bill Craigo, Vocational Counselor
Carver Career and Technical
Education Center
4799 Midland Drive
Charleston, West Virginia 25306

Mr. Raymon Cunningham, Vocational Director
Arch Moore Vocational-Technical and
Adult Education Center
Route 1
Liverpool, West Virginia 25257

Dr. Edward L. Davis
Supervisor, Distributive Education and
Cooperative Education
Building #6, Room 221-B, Capitol Complex
Charleston, West Virginia 25305

Ms. Jean Davis
Supervisor, Disadvantaged, Handicapped
and Work Study Programs
Building #6, Room 221-B, Capitol Complex
Charleston, West Virginia 25305

Ms. Pat Davis, Special Education Teacher
Carver Career and Technical
Education Center
4799 Midland Drive
Charleston, West Virginia 25306

Mrs. Yvonne Ferguson, Supervisor
Vocational Home Economics
Building #6, Room 243-B, Capitol Complex
Charleston, West Virginia 25305

Mr. Dean Fisher, Counselor
Arch Moore Vocational-Technical and
Adult Education Center
Route 1
Liverpool, West Virginia 25257

Mr. James Freeland
Wheeling Park High School
R. D. #4, Box 1976
Wheeling, West Virginia 26003

Ms. Marlene Grady
West Virginia Department of Education
Room B-346, Capitol Complex
Charleston, West Virginia 25305

Ms. Patsy Hughey, Counselor
Carver Career and Technical
Education Center
4799 Midland Drive
Charleston, West Virginia 25306

Mr. Ernie Husson, Director
Carver Career and Technical
Education Center
4799 Midland Drive
Charleston, West Virginia 25306

Mr. Charles Keefer, Data Coordinator
Arch Moore Vocational-Technical
and Adult Education Center
Route 1
Liverpool, West Virginia 25257

Ms. Janie Peters, Instructor
Carver Career and Technical
Education Center
4799 Midland Drive
Charleston, West Virginia 25306

Ms. Marybeth Pileggi, Special Ed Teacher
Arch Moore Vocational-Technical
and Adult Education Center
Route 1
Liverpool, West Virginia 25257

Ms. Susan Potts
Wheeling Park High School
R. D. #4, Box 1976
Wheeling, West Virginia 26003

Mr. Robert Quigley
Vocational Director
Wheeling Park High School
R. D. #4, Box 1976
Wheeling, West Virginia 26003

TASK FORCE MEMBERS (Continued)

Dr. James Rosebrook, Supervisor
Industrial & Technical Education
Building #6, Room 243-B, Capitol Complex
Charleston, West Virginia 25305

Mr. Roger Shaver
Arch Moore Vocational-Technical
and Adult Education Center
Route 1
Liverpool, West Virginia 25257

Mr. Carl S. Thomas, Assistant Director
Post Secondary and Adult Programs
Bureau of Vocational, Technical and
Adult Education
Building #6, Capitol Complex
Charleston, West Virginia 25305

Dr. Roy Thomas, Director
Research Coordinating Unit
Marshall University
Huntington, West Virginia 25305

Mr. Vincent Villanova
Wheeling Park High School
R. D. #4, Box 1976
Wheeling, West Virginia 26003

Mrs. Therese Wilson
Student Support Services Specialist
Division of Special Education and Student
Support Systems
Building #6, Capitol Complex
Charleston, West Virginia 25305

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INTRODUCTION

The West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education, is engaged in extensive and intensive efforts to provide realistic vocational education for students of all ages in the State. Of equal importance are those aspects of vocational education which reflect comprehensive student recruitment activities and equitable, nondiscriminatory selection of students for vocational education, as well as a full range of services to those students enrolled in and graduated from the State's vocational programs. Thus, recognizing its responsibility to maintain a thorough and nondiscriminatory vocational education program, the Bureau of Vocational, Technical and Adult Education commissioned the project Development of Strategies for Improving Student Recruitment and Selection in Vocational Education to Associated Educational Consultants, Inc., (AEC), Pittsburgh, Pennsylvania.

The purpose of the project, keeping within the scope of Federal legislation and guidelines, was to develop: (1) recruitment guidelines concentrating on students in grades seven to ten for entry into secondary programs and on persons beyond the tenth grade for entry into programs after high school, and (2) student selection guidelines concentrating on entry into fifty regular secondary level programs of vocational education. To meet the purposes of the project, four documents were developed. The first, Research Report, relates the findings of a survey of recruitment and selection practices of the leading vocational schools in the nation and all vocational schools in West Virginia as well as feeder high schools of both. A review of related research reports is included in this document. The second booklet is a guide for vocational student recruitment entitled Recruitment of Students for Vocational Education, which incorporates the most effective recruitment strategies reported from the surveys. Likewise, the

booklet entitled Selection of Students for Vocational Education reports those selection criteria most closely related to the fifty vocational programs of highest enrollment in West Virginia. The criteria are those identified from the surveys as well as those found in research reports as having a valid relationship between performance on the tests listed and success in vocational programs.

This booklet, Mountain State Vocational-Technical School: A Model for Recruitment, Selection, Counseling and Placement, addresses the titled activities in a fictitious area vocational-technical school located "somewhere in West Virginia." This overall model for practical delivery of services is divided into four areas: recruitment; selection; counseling; and placement and follow-up.

An organizational structure for this fictitious school is illustrated in Figure 1.

MOUNTAIN STATE VOCATIONAL-TECHNICAL SCHOOL

ORGANIZATIONAL PLAN

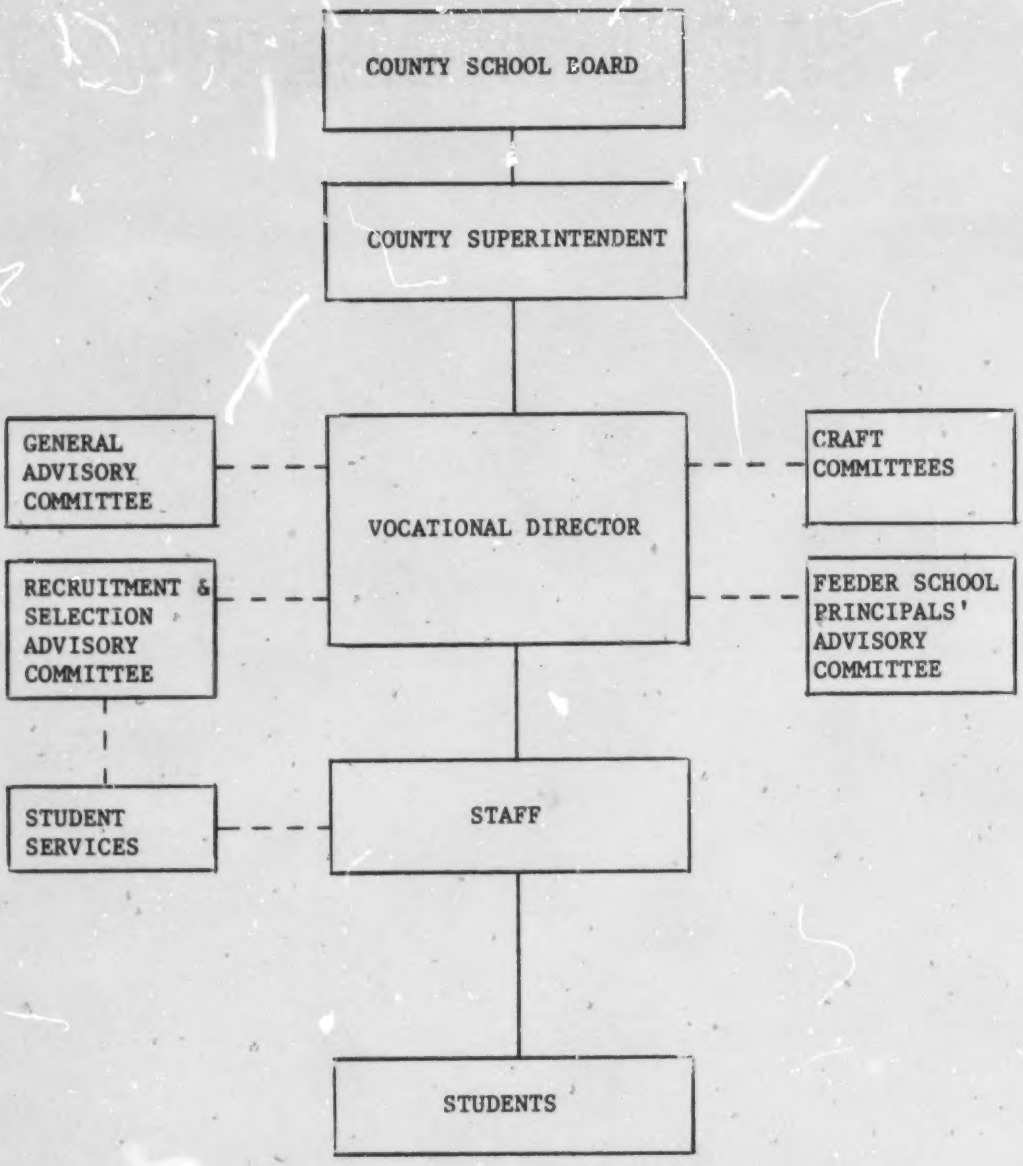


Figure 1

STATEMENT OF PURPOSE

In order to be productive, useful citizens and members of our democratic American society, individuals must be able to make intelligent and realistic decisions. These decisions include the development of career alternatives and choices which will enable individuals to prepare themselves to perform effectively and efficiently in the work field of their choice. Recognizing that the major portion of formal education is, for all practical purposes, career education, the State of West Virginia has determined that the following ten goals of career education should be guaranteed to all students:

I. Be competent in the basic academic skills required for adaptability in our rapidly changing society.

II. Be equipped with self-understanding and understanding of educational-vocational opportunities sufficient for making sound career decisions.

III. Acquire skills necessary to achieve specific career goals.

IV. Be able to apply educational skills in the planning and preparation for entry into one's chosen career and progress within the career or change the direction of one's career if necessary or desirable.

V. Understand the value of school subjects in terms of their function within and outside the classroom.

VI. Understand the relationship between career development and the function, value and application of educational skills.

VII. Be able to make realistic occupational choices through experiences in working with others and understand the psychological aspects of work as they relate to temperament, personality and values.

VIII. Recognize education as a continuing life process that is relevant to life needs.

IX. Be equipped with a personally meaningful set of attitudes that foster in one a desire to be productive.

X. Be aware of the dignity of work and that a career can provide satisfaction.

Since the success of a nation's economy greatly depends on the proficiency of its workers, each person should be capable of producing to the limits of his abilities and capacity. Mountain State Vocational-Technical School recognizes that the true resources of a nation are its human resources and that vocational education programs are profitable investments in this resource.

At a vocational seminar in Beckley, West Virginia, Senator Robert C. Byrd said:

> There is no question that higher education has the potential of providing greater financial success in certain fields of professional or commercial endeavor, but more and more people today are finding that education in vocational fields can bring them further, faster.
>
> It is often much easier for a vocationally prepared student with the proper skills to find a job in business or industry, than it is for a law school graduate to find a good paying job as a lawyer. It is also true that a capable plumber, carpenter or electrician can earn as much money today as can many a lawyer.
>
> Employers desperately need personnel with artisan skills these days, and the young person who completes a vocational program with such skills usually finds a ready and lucrative market for his or her services, while the Ph.D. in nuclear physics may have to get a job at a gas station.

Vocational and technical education must be sensitive to the needs, both current and future, of the community and must plan and provide opportunities for individuals to become productive members of society's work force. Since individuals vary greatly in their needs and abilities, as well as their potential for satisfying them, Mountain State Vocational-Technical School recognizes its responsibility to provide diversified, comprehensive and job market oriented programs to accommodate and satisfy the broad spectrum of student needs. Recognizing its commitment to quality education, Mountain State Vocational-Technical School has adopted the following objectives:

1. To admit students who want, need, and can profit from vocational/ technical education.

2. To design curriculum that reflects manpower projections, student interest and current/future business and industrial practices and procedures.

3. To employ a staff and support personnel who are professionally trained, current in their field, work-experienced, and capable of developing a student's full potential.

4. To provide the tools, equipment and supplies essential for simulation of the actual work environment.

5. To involve advisory committees in curricular matters to keep instruction relevant.

6. To provide job entry skills for students who do not plan to continue their education or training beyond high school.

7. To provide a background of skills which will aid those students who do plan to continue their education or training beyond high school.

8. To provide an ongoing program of skill development sensitive to the needs of the adults in the community.

9. To utilize community resources in the implementation of work experience programs.

10. To provide guidance and placement services to present as well as former students and conduct follow-up studies in an effort to improve the quality of programs offered.

Through the acknowledgement and implementation of these objectives, we will be able to fulfill our commitment to our students and to the society we serve.

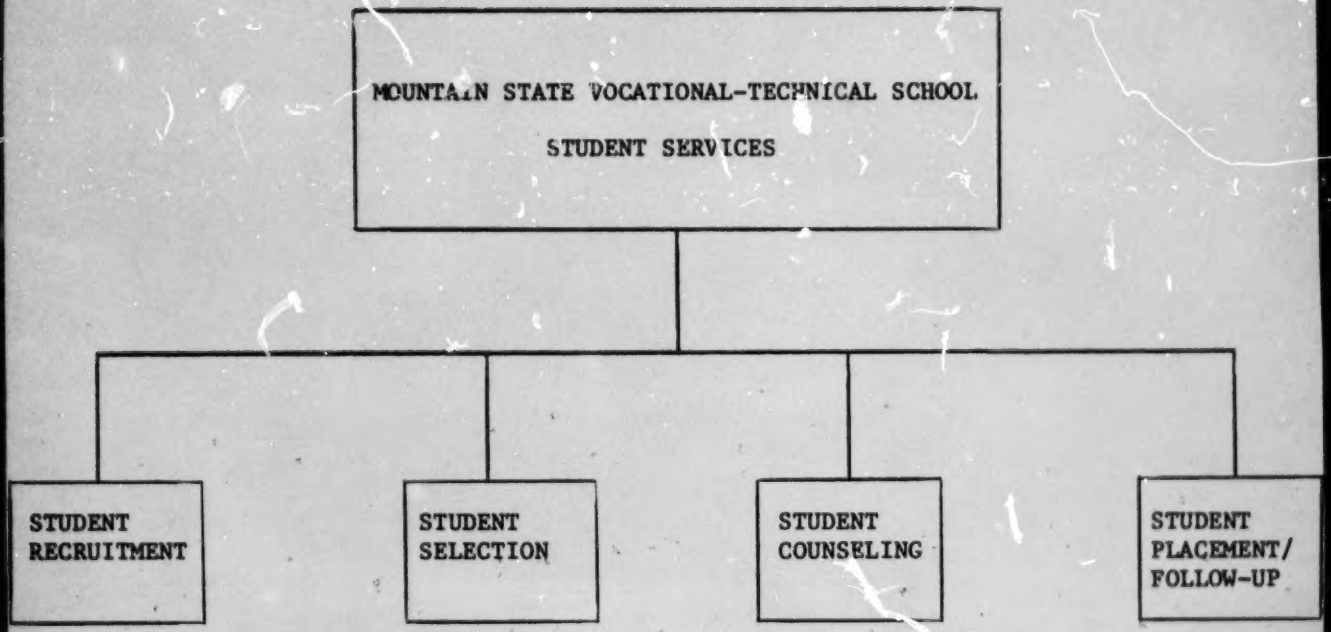
STUDENT SERVICES FUNCTIONS

Essentially there are four major functional areas in the counseling and vocational guidance program offered by Mountain State Vocational-Technical School. These areas consist of recruitment, selection, counseling, and placement and follow-up. The following major job functions comprise these four areas and seek to enhance the overall scope and effectiveness of the Mountain State experience:

- Develop and implement an informational program about Mountain State and its educational opportunities.
- Maintain direct line of communication and information with feeder schools.
- Work cooperatively with the feeder schools in implementing the activities for student recruitment into a vocational setting.
- Evaluate, test, and counsel students for selection and program placement.
- Recommend new, revised, or modified program offerings to satisfy student needs.
- Assure the elimination of sex-role stereotyping in all occupational areas by monitoring all publications and audio-visual materials distributed by the counseling office.
- Coordinate student activities between the vocational-technical school and the feeder schools.
- Coordinate tutorial services with the feeder high schools.
- Conduct individual and group counseling sessions as needed.
- Maintain a direct and effective line of communication with feeder schools and parents concerning student achievements or problems.
- Maintain a pertinent and comprehensive student record system in compliance with existing State and Federal laws.
- Work closely with instructors to develop and implement a program of job search skills for students.

- Coordinate a cooperative work experience program.
- Compile and disseminate a competency-based list of student skills to prospective employers.
- Visit potential employers to discuss future labor needs and maintain an up-to-date file of potential employers.
- Conduct follow-up studies of all former students and evaluate their current status.

Figure 2 illustrates the organization of Mountain State Vocational-Technical School's Student Services program.



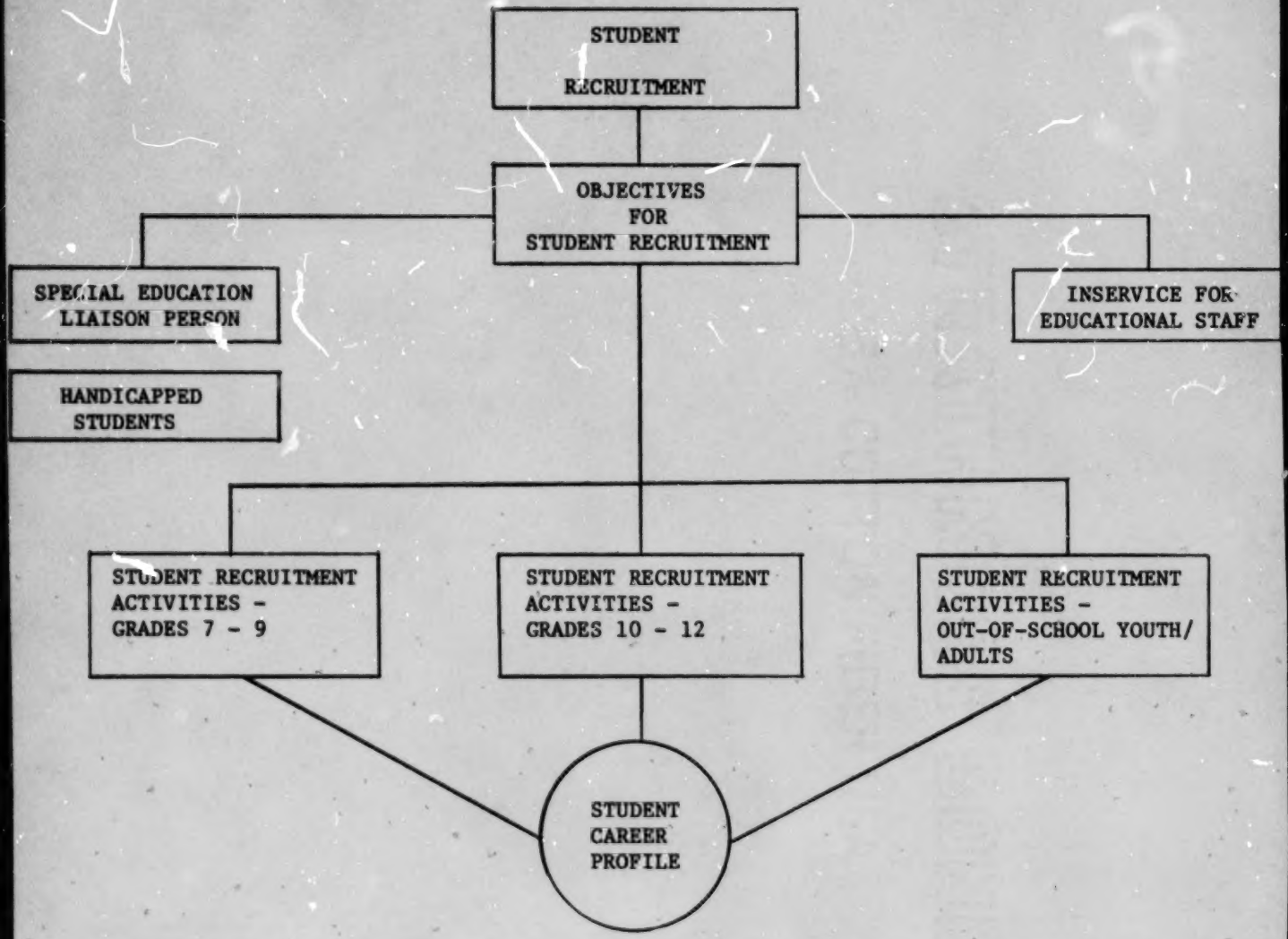
STUDENT SERVICES

Figure 2

RECRUITMENT

It is the philosophy of Mountain State Vocational-Technical School that all segments of the population in the service area are entitled to a full range of occupational awareness and exploration activities which will help them to be largely self-directed toward the selection of a satisfying career. If the individual determines that the desired career entails vocational-technical education, Mountain State is fully prepared to meet preparation needs through the programs offered at the school or to assist each person to acquire such preparation at the postsecondary level through its evening school programs or by offering advice and assistance in enrolling at an appropriate institution. Students and other members of the community are encouraged to explore the offerings of Mountain State and its feeder schools in their entirety and to discuss the possibilities that such programs include competencies which would provide preparation for careers directly related to our programs as well as foundations for eventual postsecondary programs.

The recruitment of students for secondary vocational programs is heavily concentrated in activities conducted at the feeder schools in the service area. In the booklet entitled Recruitment of Students for Vocational Education, professionally initiated activities, beginning in grade 7, are suggested, along with 16 recruitment objectives. The booklet is designed so that activities progress from those for grade 7 through those for out-of-school youth and adults, with the emphasis shifting toward postsecondary vocational-technical education in about the 11th grade. Twenty-five of the 30 suggested activities are initiated by the professional staffs of the junior-high/middle schools and senior high schools. Many of these are designed to be administered with the cooperation of vocational personnel. Five of the 30 activities, fully described in the booklet, originate at Mountain State: (1) Vocational Center Open House; (2) Develop Slide/Audio Tape Presentation; (3) Summer Exploratory Visits to Vocational Center; (4) Brochure Development and Dissemination; and (5) Recruiting Teams. Figure 3 is the Student Recruitment chart.



STUDENT RECRUITMENT

Figure 3

RECRUITMENT AND SELECTION ADVISORY COMMITTEE

Four feeder schools filter into Mountain State Vocational-Technical School. As illustrated in Figure 4, the Recruitment Advisory Committee is composed of the Vocational Director, the Vocational Counselor, selected staff members of the vocational school, and, from each of the four feeder schools, a Junior High/Middle School Counselor, a Junior High/Middle School Principal, a Senior High School Counselor, the Senior High School Principal, the Special Education Liaison Person, and selected staff members. It is of the utmost importance that the junior high school staff be involved in the overall recruitment process. The primary purpose of the Recruitment Advisory Committee is to review, modify and update activities and to inservice their respective staffs in reference to recruitment of students for vocational education.

Special Education Liaison Person. With the mandate for providing equal educational and training opportunities for the handicapped, the development of a means of support for these students is essential. This support may be in or out of the classroom and may or may not directly involve the handicapped student. The responsibilities of such a support person could include coordination of the Individualized Education Program (IEP) process, consultation with academic and vocational classroom teachers regarding their needs and concerns in dealing with particular students; coordination of instruction between vocational and academic classes; counseling for students; in or out-of-classroom instructional support; assistance to teachers in modification of instruction; and arranging for field trips or visits by resource people among many other possible duties. One of the primary concerns for this support person should be the overseeing of recruitment activities and placement procedures to ensure equal access and the elimination of discrimination for all handicapped persons.

MOUNTAIN STATE VOCATIONAL-TECHNICAL SCHOOL

RECRUITMENT ADVISORY COMMITTEE

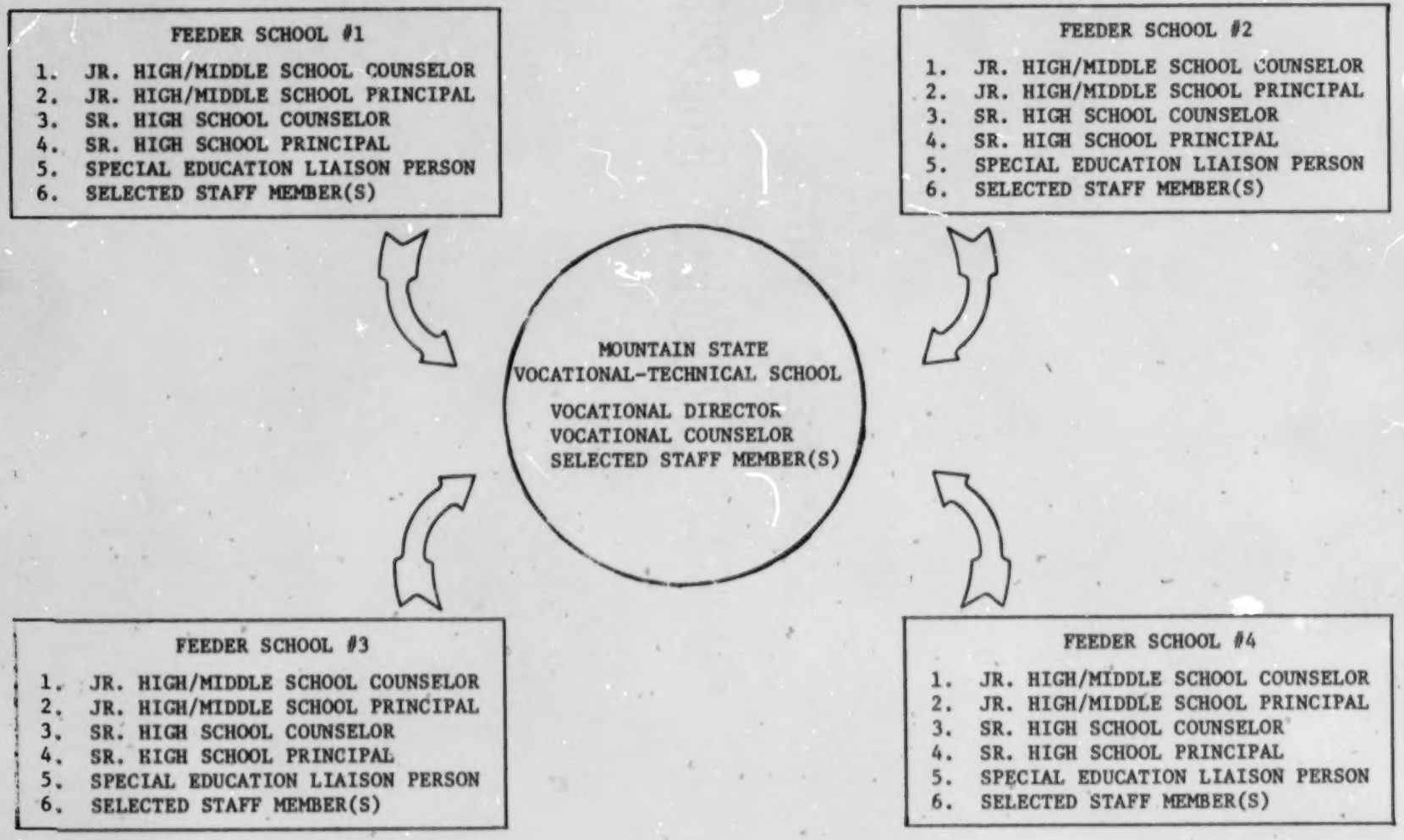

FEEDER SCHOOL #1
1. JR. HIGH/MIDDLE SCHOOL COUNSELOR
2. JR. HIGH/MIDDLE SCHOOL PRINCIPAL
3. SR. HIGH SCHOOL COUNSELOR
4. SR. HIGH SCHOOL PRINCIPAL
5. SPECIAL EDUCATION LIAISON PERSON
6. SELECTED STAFF MEMBER(S)
FEEDER SCHOOL #2
1. JR. HIGH/MIDDLE SCHOOL COUNSELOR
2. JR. HIGH/MIDDLE SCHOOL PRINCIPAL
3. SR. HIGH SCHOOL COUNSELOR
4. SR. HIGH SCHOOL PRINCIPAL
5. SPECIAL EDUCATION LIAISON PERSON
6. SELECTED STAFF MEMBER(S)
MOUNTAIN STATE
VOCATIONAL-TECHNICAL SCHOOL
VOCATIONAL DIRECTOR
VOCATIONAL COUNSELOR
SELECTED STAFF MEMBER(S)
FEEDER SCHOOL #3
1. JR. HIGH/MIDDLE SCHOOL COUNSELOR
2. JR. HIGH/MIDDLE SCHOOL PRINCIPAL
3. SR. HIGH SCHOOL COUNSELOR
4. SR. HIGH SCHOOL PRINCIPAL
5. SPECIAL EDUCATION LIAISON PERSON
6. SELECTED STAFF MEMBER(S)
FEEDER SCHOOL #4
1. JR. HIGH/MIDDLE SCHOOL COUNSELOR
2. JR. HIGH/MIDDLE SCHOOL PRINCIPAL
3. SR. HIGH SCHOOL COUNSELOR
4. SR. HIGH SCHOOL PRINCIPAL
5. SPECIAL EDUCATION LIAISON PERSON
6. SELECTED STAFF MEMBER(S)

Figure 4

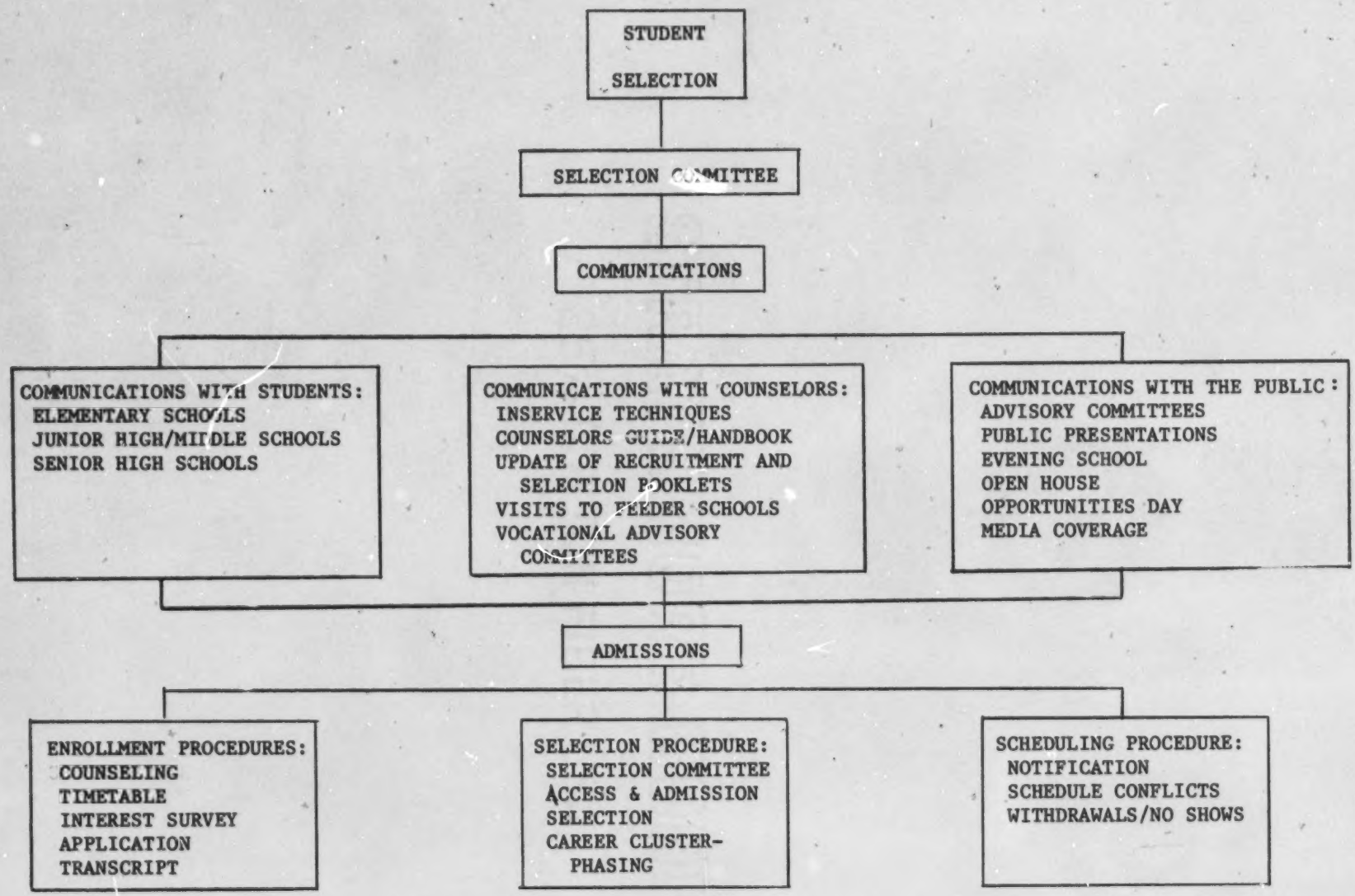
SELECTION

The Student Services program at Mountain State Vocational-Technical School has been successful because of the support it has received from the total school community - the school board, the superintendent, the administrative staff, the faculty and the students.

The selection procedure is that portion of the total Student Services program which includes as its functions:

- Providing feeder school counselors with inservice training and information about Mountain State and its programs which will help them to better evaluate and counsel their students concerning vocational opportunities and objectives through recruitment activities.
- Maintaining an information service for parents and potential students to promote Mountain State and its programs, particularly through PTA presentations.
- Selection of students for prescribed programs at Mountain State according to approved policies.
- Evaluating present student programs and providing suggestions for revisions, modifications or introduction of new programs to meet student needs.
- Scheduling students for desired classes while maintaining class size and enrollment necessary for a profitable and productive educational experience.
- Developing and maintaining special or supportive services for disadvantaged and/or handicapped students.
- Aiding the elimination of sex role stereotyping by monitoring all publications and other materials emanating from the counseling office.
- Maintaining a working relationship with various community services and referral services.
- Constant evaluation and updating of forms and procedures used in the selection process.

The organization chart for student selection is illustrated in Figure 5.



STUDENT SELECTION

Figure 5

SELECTION COMMITTEE

The composition of the Selection Committee, as shown in Figure 6, differs somewhat from the Recruitment Committee, although similarly utilizing personnel from the four feeder high schools and the vocational school. Personnel on the Selection Committee are: the Vocational Director, the Vocational Counselor, and vocational teaching staff, when needed, and, from each of the four feeder schools, a Senior High School Counselor, and, when needed, the Senior High School Principal and the Special Education Liaison Person. It will be noted that Mountain State Vocational-Technical School teachers are included "when needed," the purpose being to involve them in the determination of specific selection criteria to be used for their particular vocational programs and the formulation of the assessment scales and rating system. The Senior High School Principal and Special Education Liaison Person are monitors of the selection process. By using this somewhat more limited structure, the Selection Committee is more flexible than the Recruitment Committee. The primary purpose of the Selection Committee is to review, modify and update activities as well as to inservice their respective staffs in reference to the selection of students for vocational education. The Selection Committee, through the process of utilizing the selection criteria, the assessment scales and the rating system, places students in programs most closely allied to individual interests, achievements, aptitudes and goals.

ACTIVITY MODELS

The remainder of this booklet is devoted to presenting models of ways in which the Selection Committee can communicate with students, counselors, principals and the public, as well as an overall view of admissions policy dealing with recruiting procedures, selection procedures and scheduling procedures.

MOUNTAIN STATE VOCATIONAL-TECHNICAL SCHOOL

SELECTION COMMITTEE

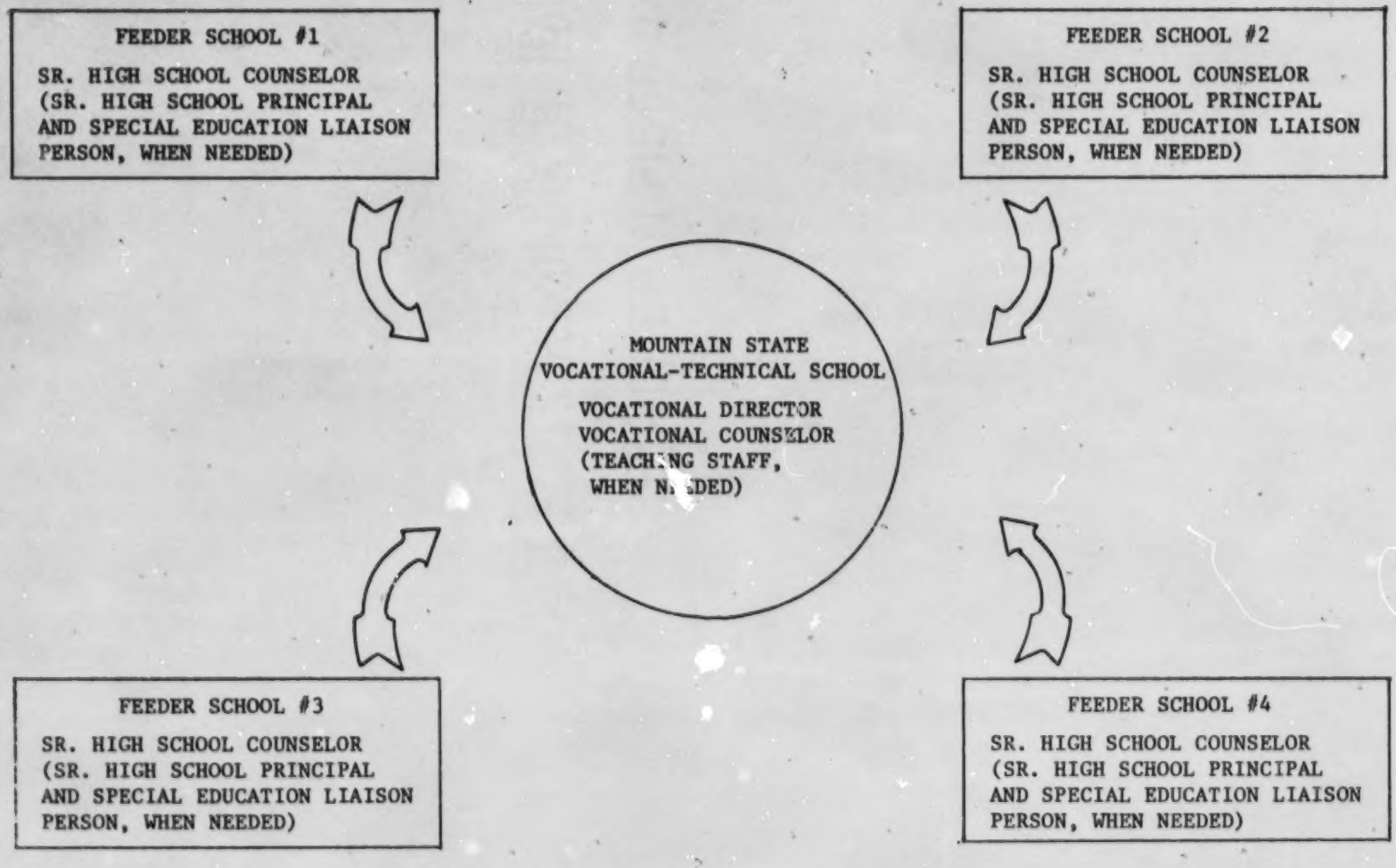


Figure 6

Communications with Students

Mountain State Vocational-Technical School first opened its doors in 1972 with 396 students from four feeder schools. By 1979-80, the enrollment figure climbed to 765 for a total increase of 93 percent. This dramatic increase immediately raises several pertinent questions:

- Why is there a steady rate of increase in enrollment?
- What recruitment techniques or programs are being used to attract students?
- Who is responsible for recruiting?

While it is evident that many persons are involved in some manner in recruiting future Mountain State students, it is equally obvious that satisfied and enthusiastic students, presently enrolled or previously enrolled, are among the best ambassadors. Therefore, communication with students is vitally important to Mountain State's future and it starts with career education in the early grades.

Elementary. At the elementary level, career education helps each student to develop a positive self-image and work habits, social interaction and a general awareness of the world of work. Students explore and become aware of various occupational groups or clusters through the use of short field trips, guest speakers in the classroom, and occupational education experiences. Since occupations do not exist in isolation from other human experiences, teachers at the elementary level try to make their students aware of the fact that all human activity is related to an occupational area.

Junior High/Middle School. Tentative vocational decisions are often made during these years. To help with these decisions, occupational awareness activities and assessment are conducted at this level, and the results are disseminated by the feeder school counselors to both parents and students. Teachers and counselors then advise and assist students in preparing a student career profile. Occupational exploration activities and field trips offer additional career or occupational information. Guest speakers in the classroom include instructors and students from Mountain State. To meet the overall recruitment objectives, the feeder schools' staffs used the activities found in Student Recruitment for Vocational Education.

Senior High School. Senior high school students, being most immediately faced with curriculum and program decisions, are provided opportunities to further define their tentative career choices. Through continuing activities, as presented in Student Recruitment for Vocational Education, conducted within the home school and at Mountain State Vocational-Technical School, students are re-introduced to the program offerings of Mountain State. Interested students may visit Mountain State during the class day when they can observe several shops and laboratories in operation and talk with the instructors and students. Student guides, trained for this purpose through recruiting team activity, offer visiting students the opportunity to see and discuss aspects of a program with a knowledgeable person, but without the presence of adults. Students are also given the opportunity to spend half days in a vocational classroom/laboratory where, with instructor supervision, they "shadow" a student in order to become more familiar with actual vocational learning experiences. While these visitations to Mountain State may interrupt some of the regular class activities and the student guides may miss some class time,

instructors accept this situation since they realize their future class quality is directly related to a positive communications technique. Senior high students are made aware of the steps involved in the selection process as set forth in Student Selection for Vocational Education and are given a brief explanation of Mountain State's policies and regulations.

Communications with Counselors

Mountain State Vocational-Technical School has no resident population and must depend entirely upon the students sent by its various feeder schools. Therefore, it is in reality an extension of each feeder high school, offering specialized vocational programs not available at the home school. This extended program/campus concept is further emphasized by the policy of involving feeder school counselors in all decisions concerning student recruitment and selection. Feeder school counselors serve as members of the Recruitment and Selection Advisory Committees and other special committees.

Since the feeder school counselors exercise primary responsibility for communicating with students and helping them to make proper vocational choices which fit their interests, aptitudes and needs, it is extremely important that they are knowledgeable about the opportunities available in the vocational education program as well as job availability in business and industry.

Inservice Techniques. The vocational counselor uses a variety of activities to keep feeder school counselors informed:

. Business/Industry Visitation - The vocational counselor accompanies feeder school counselors on visits to local businesses and industrial organizations. In addition, personnel managers or other business representatives present programs during counselors' luncheon meetings

at Mountain State. These meetings usually begin in the Food Service dining room with a luncheon which is planned, prepared, and served by students in the Food Service curriculum. These luncheon meetings enable the feeder school counselors to see and hear first-hand where their students will be going, what they will be doing, and which careers they will be prepared for after they complete their vocational training.

. Bureau of Vocational, Technical and Adult Education - Resource personnel are available at the State and regional level to update counselors on pending legislation, conferences and meetings, new regulations and mandates, and other pertinent and useful information. Such contacts are useful to State and regional personnel, as well as to local counselors since they afford both parties the opportunity to discuss and share information and problems of mutual concern.

. Program Staff - Counselors can gain much insight from vocational instructors about the aptitudes, abilities, interests, and prerequisites which are desirable for students who seek to enter the various vocational programs. Information meetings between the counselors and instructors result in improved mutual understanding and, ultimately, better placement of students.

Counselor's Guide/Handbook. Timely, accurate, and complete information is important to an effective counseling program. In order that feeder school counselors will have needed information to adequately counsel students for placement at Mountain State Vocational-Technical School, a guide or handbook has been developed for their use. This guide, in loose-leaf form for easy revision and updating, includes:

. A description of Mountain State Vocational-Technical School and its facilities.

. Course or program descriptions for each course offered, including general requirements and time involved.

. Selection policy for Mountain State.

. Criteria for selection.

. Staff directories for Mountain State and feeder schools.

The loose-leaf format of the handbook also makes it possible for counselors to insert materials relevant to their particular counseling activities.

Update of Recruitment and Selection Booklets. The recruitment and selection booklets (Student Recruitment for Vocational Education and Student Selection for Vocational Education) are the result of extensive educational research. Since the Recruitment and Selection Advisory Committees periodically review these bookets, the Mountain State Vocational-Technical School's counselor supplies the feeder schools with updated local recruitment and selection materials. These materials are printed in the Mountain State Graphic Arts program.

Visits to Feeder Schools. An important communications technique of the vocational counselor is the visits to each of the feeder schools. These visits provide the vocational counselor with the opportunity to meet with the administration and staff to discuss new programs, student problems, and present and future enrollment patterns. Of special importance is the opportunity the vocational counselor has to visit with teachers of classes which might be related to courses offered at Mountain State.

Vocational Advisory Committees. Feeder school counselors are asked to serve as participating members of the various school and craft advisory committees at Mountain State. Since they are more familiar with the daily operation of the school than lay members of the committee, they can anticipate many situations and can offer solutions and remedies which directly affect students.

The feeder school counselors also serve as members of the Recruitment and Selection Advisory Committees. In this role, the counselors have helped to develop and establish a recruitment and selection procedure by aiding in student assessment and student self-assessment, interpretation of selection criteria, and determination and design of forms to be used. Also, they have assisted with many of the decisions involved in individual student admission and retention.

Communications with the Public

In order to be effective and to enjoy essential public support and confidence, Mountain State must be able to communicate directly with the public. Direct and indirect involvement of the community is accomplished through news media presentations, open houses, advisory committees, social/civic/service organization visitations and speaking engagements, a school store, cooperative student employment, and evening adult education programs. The end result is an effective and efficient school-community relationship.

Advisory Committees. Active involvement by community members on advisory committees has proved to be a major factor in the growth of public support of Mountain State. They also serve as active members of Mountain State's community public relations team. With community help, vocational education is continually being updated and remains relevant.

Presentations at Civic, Social and Service Organizations. Representatives from Mountain State are popular speakers for various service clubs, P.T.A. groups, church groups, and other civic and social organizations in the community. School representatives are always available for slide and/or short film presentations with accompanying commentary as well as for question and answer periods

regarding Mountain State's programs. At times, interested students, who may be members of the recruiting team, accompany the counselor and describe their experiences at Mountain State. Special tours of the vocational facility are also provided.

Evening School for Adults. Adult education programs at night have become an important and popular part of Mountain State's service to the community. These programs offer members of the community the opportunity to explore new areas of learning as well as the chance to update their knowledge and skills in compliance with current technology. Opportunities are also advanced for interesting and profitable use of leisure time and recreation.

Open House. Each year Mountain State, like most vocational schools in the State, holds an open house and invites the public to meet the staff and students, to view its programs and projects, and generally to learn more about the school. The aid of the various vocational student organizations is enlisted, as well as that of the staff. As an added attraction, every third year the open house is extended to a week-long activity with increased opportunities for parents and other community people, including employers, to visit the school and see students at work in the skill laboratories. The week concludes with a dinner in the school cafeteria (at nominal cost) with a guest speaker of note who introduces a pertinent problem or concern in the area of vocational education. The group then divides into smaller groups to discuss the topic of concern.

Vocational-Technical Opportunities Day. Each year, Mountain State students and their parents are afforded an opportunity to meet with representatives of technical schools, community colleges, and colleges to see what these institutions offer in vocational-technical training at the postsecondary and adult preparatory level. Whether held during the week-long open house or on a separate day

in the alternate years, this activity has proved very popular with those who wish to pursue new or additional vocational or technical training after high school in a two year or less curriculum. So that all interested persons may avail themselves of this opportunity, sessions are conducted during the day for interested students and in the evening for parents and other members of the community.

Newspaper Coverage. Local newspapers are a vital part of the public relations program at Mountain State. Reports on school activities and programs and vocational student organizations, as well as features and pictures about individual students, keep the school before the public eye. The newspapers have also been very receptive to publishing articles and reports written or prepared by staff members.

Radio/TV Coverage. As part of their public service functions, local radio and TV stations have been willing to provide Mountain State with some time and coverage of noteworthy events. This takes the form of spot announcements during Vocational Education Week, Open House Week, or just prior to fall enrollment or other special events. Also, the vocational director, vocational counselor, and others have participated in a question and answer type presentation on the local stations.

School Store. As part of the program, Distributive Education students operate a school store. School supplies, books and inexpensive gift items are offered for sale by the students who handle all functions of the operation under the direction of the Distributive Education teacher. Other classes may also contribute items for sale in the store as long as these items are directly related to their program productivity. Since the store is in the school and has limited access, it is not viewed negatively by local businesses.

ADMISSIONS

In addition to a solid, up-to-date educational program, a successful vocational school must have a logical and well-developed selection procedure which is promoted and supported by all concerned. While limited work stations in certain skill laboratories make it necessary to establish student enrollment quotas for these areas, every attempt is made to provide each student with the training desired. It is sometimes necessary to assign students to second or even third choice areas, but this is only after additional discussion and counseling with the student by further review of the student career profile.

The Selection Committee reviews each student application for enrollment along with pertinent supportive information, including the student career profile, and then recommends placement into the vocational courses. Every effort is made to insure that students are placed in the desired programs for which they have aptitudes and which will provide the necessary preparation for successful employment in their chosen field. The recruitment-selection system has resulted in few students being rejected for enrollment.

Enrollment Procedures

Counseling. The choice of a vocational or technical program may be one of the most important decisions a student ever makes. This decision may well alter the course of his experience and can determine what kind of contribution he will make to his own well being and to society in general. In order to make an intelligent decision, the student must have available to him the answers to many questions. Effective counseling can help students to make intelligent decisions and proper adjustments.

Students are interested not only in whether they should enroll in a vocational program, but also in which specific program to enroll. They need to know whether they can change their minds or take an alternative course if necessary. Many other questions also occupy their minds. Good counseling will provide them with some of these answers as well as alternatives they might choose. These questions, together with school records, and the student career profile which includes self-assessment of aptitudes, interests, and other factors will be considered in helping students to make proper choices for the future.

Action Timetable. A published calendar of events and activities in the enrollment procedure helps to assure that all involved persons are informed as to the specific time limits involved in preparing students for entry into Mountain State. The timetable includes the dates for counselors' meetings, application deadlines, testing dates, vocational counselor visits to feeder schools, slide/film presentations, student visitations to the vocational school, student acceptance notification, and other important dates.

Vocational Interest Survey. During January and February of each year, the vocational counselor, with the assistance of vocational student representatives, visits each of the feeder schools to present a slide/film presentation which shows the vocational training opportunities available at Mountain State. At this time, interested students are given a vocational interest survey (Appendix A) form which includes:

1. A list of vocational offerings available at Mountain State, which students should discuss with their parents.
2. A section where students may list three choices for future vocational training.

3. Questions for students to answer which will serve as a guide for counselors when they seek to assist students in making proper choices.

While the survey form is merely an indication of interest, the counselors find it quite useful in preparing their student visitation lists. In addition, it serves as a basis for discussing student aptitudes and interests as found in the student career profile. Once agreement is reached on the student's choice of vocational education, the student is given an application for Mountain State.

Application. The application form used by Mountain State (Appendix B) was developed by the Recruitment Advisory Committee. It contains the following divisions:

1. General Information: This section contains standard personal information and the student's three choices of vocational programs requested.

2. Declaration of Intent and Student Records Release: Both parents and students must sign this portion which serves as a contract when and after the student is admitted to a vocational program. The student records release section is in compliance with the Family Rights and Privacy Act and enables both parents and appropriate school personnel to exercise their rights under the Act.

3. Requirements and Qualifications: In order to adequately complete this section, students must research their first choice based on both school occupational information sources and from persons in the field. This technique also serves as a public information device by bringing Mountain State's programs to the public's attention.

4. Health Survey: This section helps the Recruitment and Selection Advisory Committee to identify students with physical limitations or health problems which might jeopardize the student's safety or the safety of other class members. The health survey also serves as some protection for the instructor, especially at the beginning of the year when he has limited knowledge of his students.

5. Counselor's Recommendations: This person has had direct contact and experience with the prospective Mountain State students and is in a position to realistically evaluate the student. The counselor will use procedures outlined in Student Selection for Vocational Education.

High School Transcript. A valuable source of information to the Selection Committee is the copy of the student's high school transcript, which is sent with the application form to Mountain State. This enables the members of the Committee to study previous classes taken, achievement, aptitude, interest, self-concept, hands-on-evaluation, and other information related to the student's likelihood of succeeding toward his aspired career goals either with or without supportive services. The high school transcript is carefully reviewed to determine the basis of student self-assessments on the student career profile. If the review of the transcript reveals incomplete or inappropriate assessment, students are required to report to Mountain State for further assessment.

Selection Procedure

Selection Committee. Core members of the Selection Committee are the Vocational Director, the Vocational Counselor, and a Counselor from each of the feeder high schools. Other Committee members, utilized for various specialized functions, are vocational teaching personnel, Senior High School Principals, and Special Education Liaison Persons. Each counselor representative functions as the school liaison officer and is responsible for keeping other counselors and teachers in the school informed and supplied with vocational information and materials and ensuring that materials and required information are sent to Mountain State at the appropriate times.

Access and Admission of Students to Vocational Education Programs. Effective March 15, 1979, final guidelines for vocational education programs entitled "Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap" explain the civil rights responsibilities of recipients of Federal funds offering vocational education programs. Excerpts from Federal Register, Vol. 44, No. 56, March 21, 1979, state:

ACCESS AND ADMISSION OF STUDENTS TO VOCATIONAL EDUCATION PROGRAMS

Recipient Responsibilities

Criteria controlling student eligibility for admission to vocational education schools, facilities and programs may not unlawfully discriminate on the basis of race, color, national origin, sex, or handicap. A recipient may not develop, impose, maintain, approve, or implement such disciminatory admissions criteria.

Eligibility for Admission to Secondary Vocational Education Centers Based on Numerical Limits Imposed on Sending Schools

A recipient may not adopt or maintain a system for admission to a secondary vocational education center or program that limits admission to a fixed number of students from each sending school included in the center's service area if such a system disproportionately excludes students from the center on the basis of race, sex, national origin or handicap. (Example: Assume 25 percent of a school district's high school students are black and that most of those black students are enrolled in one high school; the white students, 75 percent of the district's total enrollment, are generally enrolled in the five remaining high schools. This paragraph prohibits a system of admission to the secondary vocational education center that limits eligibility to a fixed and equal number of students from each of the district's six high schools.)

Eligibility Based on Evaluation of Each Applicant Under Admissions Criteria

Recipients may not judge candidates for admission to vocational education programs on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or handicap. However, if a recipient can demonstrate that such criteria have been validated as essential to participation in a given program and that alternative equally valid criteria that do not have such a disproportionate adverse effect are unavailable, the criteria will be judged nondiscriminatory. Examples of admissions criteria that must meet this test are past academic performance, record of disciplinary infractions, counselors' approval, teachers' recommendations, interest inventories, high school diplomas and standardized tests, such as the Test of Adult Basic Education (TABE).

An introductory, preliminary, or exploratory course may not be established as a prerequisite for admission to a program unless the course has been and is available without regard to race, color, national origin, sex, and handicap. However, a course that was formerly only available on a discriminatory basis may be made a prerequisite for admission to a program if the recipient can demonstrate that: (a) the course is essential to participation in the program; and (b) the course is presently available to those seeking enrollment for the first time and to those formerly excluded.

Selection of Students. Before new students can be chosen for admission to any program, it is necessary to determine how many second-year students will be returning for the next year. These students submit an application similar to that of beginning students, with the major difference being that the Mountain State counselor will sign the recommendation form rather than the feeder school counselor. This step is necessary in order to determine the number of available spaces for new students. The Selection Committee is divided into two or more groups when it meets to select students so that more time may be spent on each student and program. It does require communication between the groups and total cooperation, especially when programs are over-subscribed. The students are selected by the selection criteria established by the Selection Committee and as outlined in Student Selection for Vocational Education.

Members of the Committee screen all information concerning students who have applied for admission to Mountain State. In two-year programs which are over-subscribed, juniors are given priority over seniors.

After the programs are filled, a list of alternates for each program is prepared. These persons will have first choice of any openings which occur in their program choice.

All remaining applicants are then divided into two groups: (1) applicants for openings which still exist in an announced second choice, and (2) applicants who have not indicated a second choice assignment or those whose second choice is also fully assigned. The counselors have the responsibility to determine whether students will be interested in the alternate program and can meet selection criteria in order to graduate with a saleable skill. They usually acquaint remaining applicants with available openings for which they are qualified, and, if interest is shown, admittance is requested.

If any openings are still available after the first and second screening, admission to these programs is on a first-come, first-served basis. Also, some changes in assignment may be accomplished during the first three weeks of the school year. These changes may be necessitated by a student's misassignment to a program which is too difficult for him or for some other personal reason. After the initial three weeks, there are few exceptions to the transfer or reassignment policy. Students transferring to Mountain State from another school, however, are admitted at any time during the year.

Clustering-Phasing Program for Mainstreaming Special Needs Students. Mountain State has provided a bridge between special education and vocational education by establishing a clustering-phasing program. Students who are not prepared for initial entry into a regular vocational program are phased into such programs through occupational clusters in which they may specialize in one or more of three career cluster areas: Custodial/Maintenance Services; Food Services; and Factory Operative/Laborer. These cluster programs are taught by vocationally certified teachers, who are assisted by teacher aides, as required by the needs of the students.

A remedial teacher who is certified in special education provides instruction and/or reinforcement in related basic math and communications skills as well as other skills needed by the special needs students, as identified through the feeder school special education liaison person and/or by on-site diagnostic appraisal. This specialist, along with a third member of the career cluster-phasing team, the vocational resource person, is also available to the regular vocational teacher to provide advice and assistance in making modifications to vocational curriculum, materials, and equipment which will aid in the successful mainstreaming of handicapped or academically disadvantaged students. The vocational resource person, like the remedial teacher,

possesses special education certification, but is also certified in vocational education.

The vocational resource person coordinates school-based activities with those of the fourth member of the career clustering-phasing program, the rehabilitation counselor. The rehabilitation counselor, in turn, works along with the job placement coordinator and the Bureau of Employment Security to place students into the world of work.

Special needs students who indicate the need for more specialized training are advanced from the career cluster(s) into a regular vocational program. Their curriculum is designed by the program instructor in conjunction with the rehabilitation counselor, who is a community services resource person, and the vocational resource person. Students who indicate that they are no longer in need of supportive services are then fully integrated into the responsibility of the regular vocational teacher. Students have the opportunity to advance from one phase to another throughout the course of any school year.

Scheduling Procedure

Most programs at Mountain State operate on a one-half day basis, offering a morning and an afternoon session. The average student spends either the morning or afternoon at the vocational school and the remainder of the day at his home school. In order to assure that all students have available to them all phases of the total school program, several influencing factors must be considered.

The Selection Committee considers such factors as bus transportation schedules, extracurricular activities, special schedules, and curricular restrictions of feeder schools when they make their decisions regarding student assignments.

This is necessary since the feeder schools cannot do their scheduling until after Mountain State has completed its scheduling and notification of students.

Notification of Students. After the Committee has made its determinations, a certified list of all accepted students and their program assignments is prepared and distributed to counselors at each of the feeder schools. Letters of acceptance are then prepared by the feeder school counselor and sent to each accepted student, listing the student's program assignment and time of attendance.

Schedule Conflicts. Circumstances sometimes arise between the time a student applies for enrollment at Mountain State and the time of acceptance which creates schedule conflicts or even the need for program changes. Every attempt is made to adjust schedules to accommodate student desires and concerns. In most cases, movement to another section, change to a related vocational program, or trading of classes can resolve the conflict. If it is not possible to accommodate the change, the student may choose to withdraw his application from Mountain State, in which case a student on the alternate list is given the vacated assignment.

Withdrawals/No-Shows. In order to assure that all available program assignments are offered to those students desiring them, an accurate accounting of student enrollment is expected at all times. Students who wish to withdraw must do so by having a withdrawal slip signed by the vocational counselor at Mountain State and by the appropriate representative in the home school. Also, feeder schools are required to notify Mountain State as soon as they have determined that a student assigned to Mountain State has been officially dropped from the school rolls. By accomplishing this at an early date, alternates may be notified earlier of their acceptance for the vacated assignments.

COUNSELING

One of the major components of the total Student Services program at Mountain State Vocational-Technical School (see Figure 7) is counseling. The primary function of the counseling staff is consultation with students to determine their priorities for personal growth. The following functions complement the counselor's primary concern:

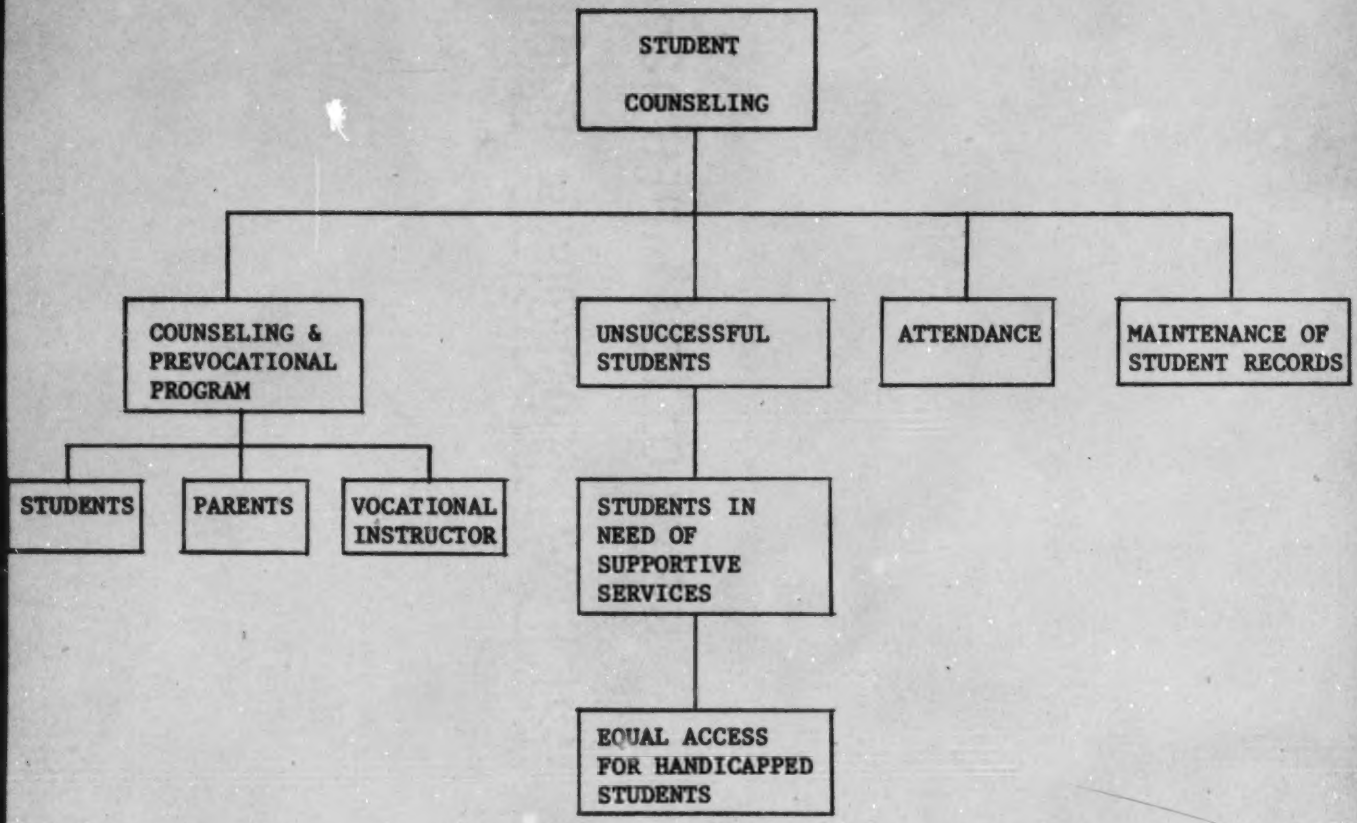
- Individual and group counseling in both career guidance and personal areas, with emphasis on career guidance.
- Continuous communication and coordination with feeder school counselors, administrators, and parents to discuss students' program choices, options and alternatives.
- Leadership in the elimination of both racism and sexism as cultural restrictors of equal educational and career opportunities.
- Development and coordination of a strategy for early identification of disadvantaged and handicapped students and arrangement for supportive services, as needed, in cooperation with the special education liaison person and remedial teacher.
- Expansion of the variety and appropriateness of assessment devices and procedures required for sound personal, educational, and occupational decision making.
- Development and implementation of a program of instruction in job search skills.
- Provision of financial aid information for students contemplating post-secondary education.
- Serve as liaison between the educational community and the local business and industrial community.
- Maintenance of appropriate student records.

The aforementioned Federal guidelines for vocational education programs specify:

COUNSELING AND PREVOCATIONAL PROGRAMS

Counseling and Prospects for Success

Recipients that operate vocational education programs must insure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's



STUDENT COUNSELING

Figure 7

prospects for success in any career or program based upon the student's race, color, national origin, sex, or handicap. Recipients may not counsel handicapped students toward more restrictive career objectives than nonhandicapped students with similar abilities and interests. If a vocational program disproportionately enrolls male or female students, minority or nonminority students, or handicapped students, recipients must take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities.

Students

Students are the main focus of our counseling efforts. Easy access to counselors is vital if the lines of communication are to be kept open throughout the school year. In addition, a student handbook, updated annually, provides students with essential information on attendance, student costs, school calendar, safety practices, student driving and parking, vocational student organizations, and certificates offered. This handbook is distributed and discussed at a large group orientation session conducted at the start of each school year. This orientation is followed by small group, classroom sessions in which each vocational area is more thoroughly discussed and in which student questions are encouraged.

Parents

Since neither the school nor the home is the sole educator of vocational students, these two groups must work as a team to reap the maximum benefits from our programs. Parents are interested in their children's progress or problems and appreciate hearing from the school. Attendance problems are dealt with as early as possible in order to avoid more serious problems later.

Feeder School

The counseling staff at Mountain State contacts the feeder school counselor and/or the administration whenever a student problem develops which requires

more than the attention of Mountain State staff for a solution. Although attendance is a major reason for contacts with the feeder school, such contacts are often made to compare a student's progress at the vocational school with his progress and performance at the feeder school. The team effort between schools makes students aware of the joint concern for their academic, vocational, and personal development and may provide added incentive for a student to improve.

Vocational Instructor

The vocational instructor is also a member of the counseling team at Mountain State. The instructor's role is to keep the Student Services staff informed about such student and curriculum developments as may have a bearing on future counseling efforts. Our experience has proven that the instructor is in a unique position to observe a potential need for counseling of individual students, often preventing more serious problems at a later date. Prompt referrals can actually lighten the load for the Student Services staff, often reducing the amount of counseling time required to solve a problem. In some situations, the vocational instructor contacts the home directly. If the problem is related to class or laboratory performance, it is often better for the instructor and parent to discuss the situation directly. In this way, the problem remains in perspective, the possibility of misinformation is greatly reduced, and the two people most immediately involved work together to find a solution.

Unsuccessful Students

Students who are experiencing difficulty with the curriculum are encouraged to seek counseling. Generally, the options available to such students are:

1. Selection of a less technical or less complicated curriculum.

2. A horizontal move, provided an opening exists.

3. Return to a full schedule at the home school, if a satisfactory program substitution cannot be arranged.

Students in Need of Supportive Services

Section IV of the Federal guidelines for vocational education program further delineates responsibilities in reference to the handicapped:

> Equal Access for Handicapped Students
>
> Recipients may not deny handicapped students access to vocational education programs or courses because of architectural or equipment barriers, or because of the need for related aids and services or auxilliary aids. If necessary, recipients must: (1) modify instructional equipment; (2) modify or adapt the manner in which the courses are offered; (3) house the program in facilities that are readily accessible to mobility impaired students or alter facilities to make them readily accessible to mobility impaired students; and (4) provide auxiliary aids that effectively make lectures and necessary materials available to postsecondary handicapped students; (5) provide related aids or services that assure secondary students an appropriate education.
>
> Academic requirements that the recipient can demonstrate are essential to a program of instruction or to any directly related licensing requirement will not be regarded as discriminatory. However, where possible, a recipient must adjust those requirements to the needs of individual handicapped students.
>
> Access to vocational programs or courses may not be denied handicapped students on the ground that employment opportunities in any occupation or profession may be more limited for handicapped persons than for non-handicapped persons.

In an effort to improve the special student's potential for success in vocational education, Mountain State operates two basic skills programs, one in communication and one in math. All first year disadvantaged and handicapped students who are in need of supportive services are identified upon arrival at Mountain State. The basic skills instructor and the feeder school's special education liaison person rank the students according to test scores, personal observation, records, and grades. Basic skills instruction is then

offered on a voluntary basis. No grades are given in these classes which are also open to all junior, senior, and postsecondary students who feel they could benefit from help in these basic skills areas.

The math skills program reinforces basic math concepts and computations and then applies them to each vocational area. The curriculum includes work with fractions, decimals, and percentages as related to occupational areas; preparation of work orders, invoices, and job estimates; the metric system; scales and other measuring devices; development of good study habits; and preparation for certification or licensure.

Handicapped students are encouraged to avail themselves of the services of State and regional vocational rehabilitation agencies. Mountain State counselors contact these agencies and arrange appointments, at the student's request. In general, the team goal is to do whatever is necessary to enroll disadvantaged students, to aid them in successful program completion, and to secure job placements upon graduation.

At Mountain State, handicapped and disadvantaged students are given the opportunity for increased self-direction in exploring and managing their environment. This opportunity is based on the repeated observation that many students with special needs will resist and fail in special programs into which they feel they have been coerced. Thus, a primary goal of Mountain State's program is to prepare and place handicapped students in productive situations which will lead to maximum self-sufficiency.

Attendance

Success in vocational education programs is highly dependent upon a good attendance record. For this reason, the entire staff stresses the importance of regular attendance.

Mountain State expects students to make up all work missed, either by putting in extra class time or by completion of a special project.

Maintenance of Student Records

An individual folder is maintained for each student enrolled at Mountain State. This detailed record is usually established during the summer months prior to the start of the fall term and includes the student career profile, vocational interest survey, program selection criteria, the application for admission, DAT scores, GATB scores, State-County Testing scores, transcripts of completed high school work, attendance data, health information, student insurance coverage, and other materials considered helpful in securing eventual job placement.

STUDENT PLACEMENT

The responsibility of a vocational school does not end with preparing a student for employment. If the student does not plan to pursue further education, efforts must be made to assist the student in finding suitable employment.

In addition to providing educational experiences in the various occupational areas, Mountain State provides a placement service for its students. Upon request, this same service is also offered to vocational and non-vocational students from the feeder schools. (See Student Placement organization, as illustrated in Figure 8.)

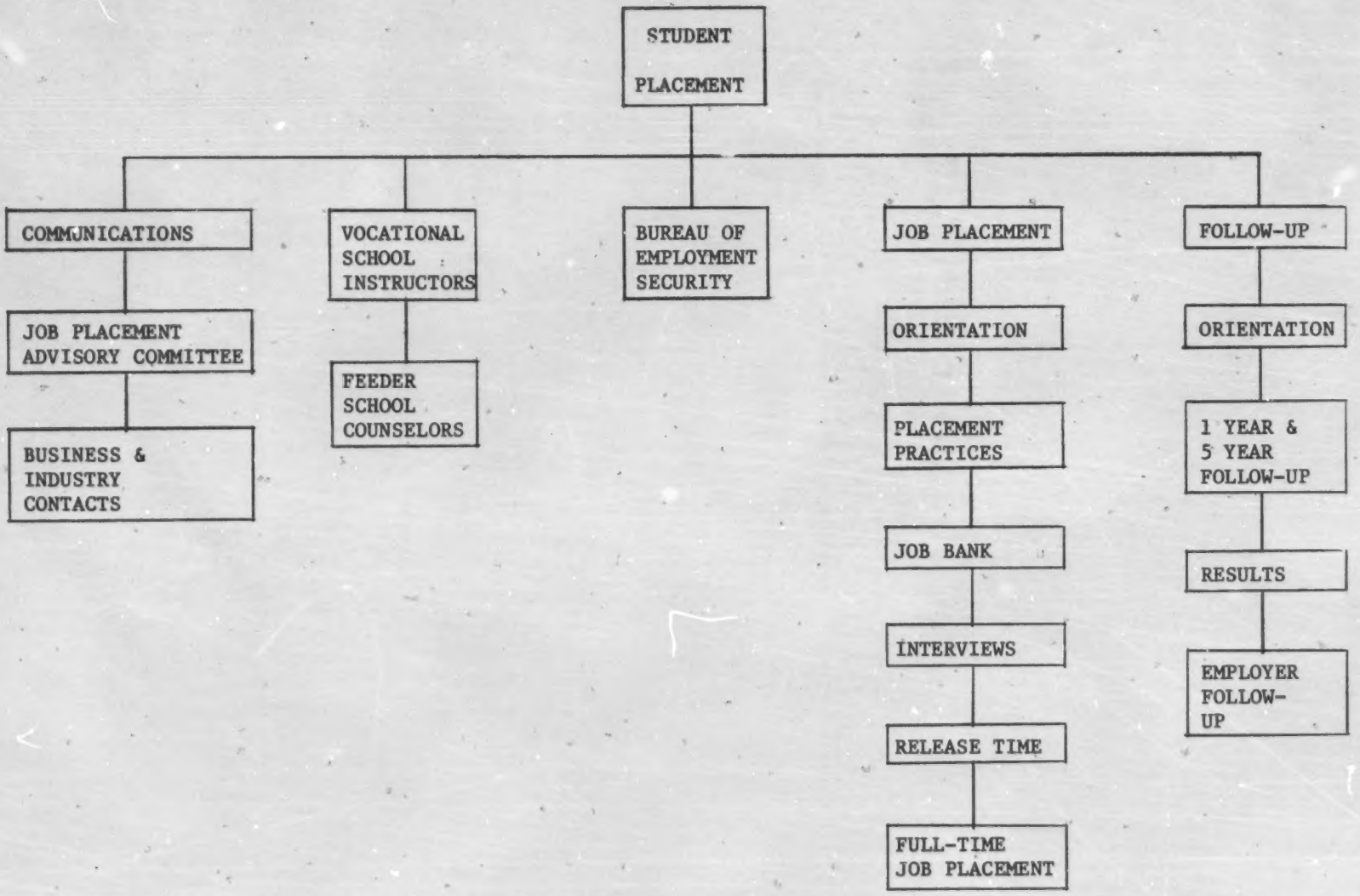
Basically, the Mountain State Placement Service offers to the students and the community two distinct types of placement:

1. A release time co-op program which helps students to make the transition from formal vocational education and training to employment while still in school, and
2. Regular employment opportunities outside of school for both students and graduates who request assistance.

While Placement Service is under the direction of the placement coordinator, the cooperation of many persons is necessary to make the program operate properly and profitably.

In order to function efficiently, the Mountain State Student Placement Service operates according to the following principles:

- A Job Placement Advisory Committee composed of local business and industrial leaders, employment office counselors, representatives of the local Chamber of Commerce, parents, and service organization representatives provides assistance in program planning and available job opportunities.
- Effective communications are established by counselors who initiate contacts with business, civic, and labor groups to explain the placement program.
- Systematic records of student resumes and employment requests are maintained so that prompt response can be given to both student and employer needs.



STUDENT PLACEMENT

Figure 8

- Vocational instructors are primary contributors to placing students on jobs.

- There is a constant effort to familiarize the general public with the opportunities at the vocational center and the availability of the student placement service.

Communications

If the vocational school and its programs are to be successful, effective communications must be a chief factor. This is especially true in regard to the placement service, which must rely on public knowledge and acceptance of its activities. Employers' support and expertise in program planning and curriculum development and their assistance in providing follow-up information are necessary parts of the vocational program. These same persons also furnish up-to-date information on job availability. Students and graduates who have successful on-the-job experiences are still among the best public relations promoters for Mountain State and they form one of the most direct lines of communications with the public.

Job Placement Advisory Committee

Select individuals from business and industry with specific knowledge and expertise about the needs and demands of the world of work are invited to serve on the Job Placement Advisory Committee for Mountain State Vocational-Technical School. Their advice and recommendations are valuable in determining how best to meet current student needs as well as the employment needs of the community and the total service area. While the number of members on the Committee is not important, a sufficient number are invited to serve so that there are enough present at each meeting to assure that decisions are representative of a group rather than individuals. About twelve members provides a representative grouping. The following persons serve on Mountain State's Job Placement Advisory Committee:

- A Department of Employment Security representative
- A vocational rehabilitation counselor
- A female office manager
- A female personnel officer
- A male personnel officer
- A male plant superintendent
- A male feeder school counselor
- A female feeder school counselor
- The vocational counselor
- The vocational director
- The placement coordinator
- A small business representative
- A special education liaison person

The representation on the committee is changed periodically so that more community representatives can be brought into contact with the school and its programs.

Business and Industry Contacts

While telephone conversations and letters achieve some desirable results, the best method of communication between the placement service and business and industry is the personal visit made by the placement coordinator. This direct contact enables the placement coordinator to:

- Explain the vocational school's programs and services.
- Emphasize how Mountain State and the employers can assist each other.
- Develop a personal working relationship with personnel department representatives.
- Become familiar with the employer's facilities, equipment, products and/or type of service.

- Observe and evaluate the working conditions.
- Compile job interview information for future student use.
- Collect any information which might assist in matching the students and available jobs.

To help with the gathering and maintaining of information about potential employers, the placement coordinator requests information on a Business and Industrial Survey form (Appendix C) which is personally delivered at the time of the visit. In addition, an Employer File Card (Appendix D) is maintained for each potential employer. In addition to employer business information, this card includes a referral and placement record of students and graduates.

Vocational School Instructors

Instructors who have had business or industrial work experience are a vital link in the job placement process. These instructors, with their first-hand knowledge of the work experiences the vocational-technical student and graduate will face, are extremely well qualified to assist, and in many cases to lead, in the job placement function. The placement coordinator works very closely with the vocational-technical instructors and takes every opportunity to involve them in the operations of the student placement office. Vocational instructors provide the placement office with lists of competencies satisfactorily attained by each student.

Feeder School Counselors

Successful operation of the student placement service depends on the cooperation and support of the feeder school counselors. Since Mountain State's program is considered to be an extension of the program offered in each of the five feeder schools, the feeder school counselors are responsible for seeing that students are properly scheduled so that they can receive full benefit

from a co-op placement or other job opportunity. Feeder school counselors also function as liaison between all other students and graduates of their schools, both vocational and non-vocational, who may benefit from the placement services of Mountain State. Their assistance is also invaluable as working members of the Job Placement Advisory Committee with its many roles and functions.

Public Relations

A good public image is essential if any organization is to survive and prosper. Mountain State uses a variety of informational activities and processes to create greater local awareness and appreciation of its programs and opportunities. Some of these methods and activities are:

- Newspaper ads and articles - some written by the newspaper staff and others prepared by the vocational school staff.
- Radio and television spot announcements and "talk program" appearances.
- Guest speakers at educational, community service, and civic organizations.
- Articles published in professional publications and newsletters.
- Vocational associations meetings scheduled at Mountain State.
- A program brochure listing types of training and jobs for which Mountain State's students qualify.
- Annual Open House: an invitation is sent to potential employers in the area inviting them to visit Mountain State during Open House Day or Week. Business and industry representatives act as resource persons for some of the special programs at that time, as well as at Career Day in feeder schools.

Bureau of Employment Security

A mutually beneficial relationship has been developed between the Mountain State placement office and local representatives of the West Virginia Bureau of Employment Security. Bureau personnel are active members of the advisory

committees, and they are most helpful in steering the placement coordinator to prospective employers for Mountain State trained personnel. In addition to keeping the placement office aware of job openings, the Bureau also makes its testing and counseling services available.

Employment of Minors Information

Employers are often concerned about hiring youthful employees, those under 18 years of age, and they sometimes need reassurance that what they do is legal and will not cause them undue hardship. The placement coordinator must be knowledgeable about all applicable youth labor laws and be able to show the employers pertinent regulations and guidelines.

JOB PLACEMENT PROCEDURE

The job placement coordinator functions as one of the most important parts of the Student Services team at Mountain State. The job placement coordinator is the most visible member of the team in the community. This person must have extensive knowledge of the labor market and its demands and be able to work with business and industry representatives, as well as instructors and students. In this many-faceted position, the job placement coordinator must be the major contact person between the employer in the community and the student seeking career-related work experiences. The job placement coordinator is responsible for:

- Permanent job placement of those students seeking immediate employment upon graduation.
- Part-time employment during the school year and for summer job placement. All efforts are made to have such jobs concur with students' tentative career plans wherever possible.

- Coordinating and facilitating the counseling and guidance staff's efforts at processing or "debriefing" the students involved in a work experience or coop program (affective component). The counseling staff is continually informed as to student movement in the job situation and not only counselors but appropriate faculty members are furnished with an employer's evaluation of the student's progress.

- Setting up a communications system between teachers who are currently academically involved with a particular student and the placement office. Effort should be made to obtain teacher input as part of the screening process to match the student to the work experience.

- Basic statistics and follow-up data concerning on-the-job training and student placement.

- Conducting follow-up studies on immediate placement and educational plans of students upon graduation with additional follow-up studies of these students after one year and after five years.

Orientation

Many services are available to students at Mountain State, but their effectiveness depends on students' knowledge of their purpose, availability, and use. The job placement service and the follow-up program are brought to the students' attention at the beginning of the senior school year during the annual orientation and are later reinforced by a personal visit with the placement coordinator. During this visit, which is usually held in each of the vocational areas, students have the opportunity to discuss all aspects of the placement program including actual procedures to be followed.

Placement Practices

Placing students in jobs is not an automatic operation. It requires detailed planning and action by both students and staff personnel.

Job Procurement Classes. During the fall semester, students attend job procurement classes where they practice procedures in seeking, obtaining, and retaining employment. At this time, students fill out a personal data record, prepare a typed personal resume, and practice interview techniques.

Job Bank. In order to adequately serve our students, Mountain State personnel must be aware of the specific job opportunities currently available. This involves the combined efforts of all involved in the vocational program and especially the vocational instructors who are the front-line of communication with the various businesses and industries. Once jobs and positions are identified, they become part of a job-bank which is continually updated.

Selection of Students. While the actual responsibility for placement of students rests with the placement coordinator, the vocational instructors begin the process by recommending students who best "match" the particular job opening. With their help, a Student Employability Profile is prepared for each student. This profile, which lists task proficiencies and work traits for each student, can be used as a placement tool during the summer months and after the student graduates.

Placement Interview. Students who seek to participate in release-time jobs must meet with the placement coordinator before reporting to the employer. At this time, the coordinator checks the student's records and schedule, makes sure the student has all necessary information concerning the job opening, and schedules the interview with the employer. Arrangements are also made for the student to secure a work permit. The student is given an introductory card to introduce him to the employer, with a section to be returned to Mountain State by the employer.

Employer Interview. At this point, students are on their own. Their success depends on their personal qualities and the caliber of their preparation.

Student Evaluation of Interview. An evaluation of the employer interview

is required of all students. This affords both the placement coordinator and the students an opportunity to share information concerning types of questions asked, student and employer concerns, need for follow-up, and suggested changes in the action plan. Some instructors also ask students to report in class on their interview so that others may benefit from their classmate's experience.

Release Time Training

When students are released from the regular school program to work at jobs related to their vocational training, a variety of procedures and practices must be accomplished in order to comply with local, school, State and Federal laws.

Co-op Training Agreement. Students complete a preliminary information sheet which, when signed by the instructor, is used to prepare the Co-op Training Agreement. Both the employer and Mountain State are required to have a copy of this agreement on file at all times.

Employment Rating Sheet. Since the student spends a major portion of his time outside the classroom with an employer, an Employment Rating Sheet is included with the training agreement to permit the employer to have some input concerning the student's grade. The instructor then uses the employer's evaluation as an aid in determining the student's grade as well as remedial instruction.

Daily Work Report. Each student engaged in co-op training is required to meet weekly with the vocational instructor to discuss the week's on-the-job activities. As a guide for this weekly discussion, a Daily Work Report is maintained by each student. In addition, the instructor and placement coordinator periodically visit or check by telephone with the employer concerning the student's progress.

Full-time Job Placement

Release time job training is considered part of the total vocational program. Students engaged in such training are considered Mountain State students until after graduation. Following graduation, former students may avail themselves of the placement services at Mountain State as long as they initiate the contact. As much as possible, the placement coordinator works through the vocational instructors who have the first-hand knowledge of their former students. The student record and Employability Profile are also used at this time.

The success that graduates experience in their jobs is considered to be a personal tribute to them, but it is also a recognition of the success of the program and staff effort at Mountain State Vocational-Technical School.

FOLLOW-UP

At Mountain State, follow-up activities are viewed as an integral part of the total Student Services program. A systematic, on-going follow-up program is conducted to assess both postsecondary educational placement and/or occupational placement of all former students. Reports of these follow-up studies are regularly prepared and are then used as one resource for increasing program effectiveness.

Two types of follow-up studies are conducted at Mountain State. The first type is a follow-up of graduates, and the second involves a follow-up through graduates' employers. In addition to demonstrating an interest in the welfare of former students, the graduate follow-up survey seeks the following information:

1. Numbers of graduates employed.
2. Types of jobs secured by graduates.

3. An evaluation of student placement services.

4. An evaluation of places of employment.

5. An evaluation of vocational programs.

The follow-up survey of graduates' employers seeks information to determine:

1. Retention, deletion or revision of present program offerings based on currect employment trends.

2. An evaluation of the student placement service.

3. An evaluation of the graduates' vocational training.

Prior to the implementation of these two types of follow-up surveys, Mountain State considered the following questions:

- What are the objectives of each of the two types of follow-up studies?
- What specific information is desired?
- Who is the best source of the information desired?
- What method will be used for data collection?
- What type of instrument is appropriate for each type of study?
- Who will have the responsibility for design of these instruments, which should be brief and easy to complete?
- Who will organize the distribution and return of the instruments?
- How will the collected data be analyzed and interpreted?
- What budgetary allocations must be made for the conduct of these follow-up studies?
- Who should receive the results of the study?

Follow-up Orientation

All potential graduates are acquainted with the procedure and significance of the follow-up study at an orientation which occurs before the end of the senior year. Preliminary information is introduced earlier in the year during the job procurement classes. Students are shown the actual follow-up

instrument and are asked to self-address their personal copy in preparation for contact during the one-year follow-up.

One-Year Follow-Up

The first year follow-up of graduates is initiated in January in order to:

1. Discover if graduates are employed in the job classification for which they were trained.
2. Evaluate the quality of Mountain States' vocational-technical education programs.
3. Evaluate the total Student Services program.
4. Encourage graduates to refer other potential candidates for our programs.

An earnest attempt is made to contact every graduate since the feeder schools are naturally interested in a justification of their funds expended on vocational education at Mountain State. After the first survey mailing to each graduate, a second request for return of the survey is made by telephone. Additional copies of the survey are mailed to non-respondents when requested during the telephone inquiry. If the graduate cannot complete the written form, the information is gathered by telephone, and feeder school counselors assist the Mountain State staff with the follow-up calls, since these students are also graduates of their programs. Detailed records of each attempt to contact a graduate are maintained, with three attempts made to contact each graduate.

Five-Year Follow-Up

The five-year follow-up of graduates employes the same procedures as the one-year follow-up. It is conducted to obtain longitudinal data.

Dissemination of Results

The findings of the graduate follow-ups are analyzed and categorized according to feeder high school and vocational area pursued. Vocational instructors are then asked to review the findings and add any further information available to them. The follow-up results are then distributed to the Bureau of Vocational, Technical and Adult Education, county superintendent(s) of the service area, and principals of the feeder high schools. This information is available to counselors and vocational instructors.

Employer Follow-Ups

The employer follow-ups are conducted in the same manner as the graduate follow-ups, utilizing mailings and telephone inquiries. Discretion and good judgment are required of the Student Services staff to avoid becoming a nuisance to potential employers of other graduates. The results of the employers' follow-up are distributed to Mountain State administrators and counselors and feeder school counselors. The information is available to vocational instructors.

APPENDIX A

MOUNTAIN STATE VOCATIONAL-TECHNICAL SCHOOL
VOCATIONAL INTEREST SURVEY

NOT AN APPLICATION

This survey is to be completed and returned to your counselor who will help you evaluate your interests, abilities and aptitudes. Please respond to this survey as frankly and honestly as possible.

DIRECTIONS: Review the course offerings. If you have an interest in taking a Vocational Program, please print your choices for vocational-technical education.

AGRICULTURE
- Agricultural Production
- Agricultural Mechanics

MARKETING AND DISTRUBUTION

ALLIED HEALTH OCCUPATIONS
- Practical Vocational Nursing
- Nursing Assistant

HOME ECONOMICS
- Care and Guidance of Children
- Food Management, Production and Services

BUSINESS AND OFFICE OCCUPATIONS
- Business Data Processing

TRADE AND INDUSTRIAL OCCUPATIONS
- Air Conditioning, Refrigeration and Heating
- Auto Mechanics
- Body and Fender
- Construction and Maintenance Trades
- Custodial Services
- Drafting
- Electrical Occupations
- Graphic Arts Occupations
- Machine Shop
- Metal Trades
- Mine Maintenance
- Welding and Cutting

Please print your choices for Vocational Training

1st Choice_____

2nd Choice_____

3rd Choice_____

DIRECTIONS: Check (✓) to indicate your answer to the following questions.

Yes__No__Do you have access to information about the occupations you have considered?
Yes__No__Are you familiar with the employment possibilities in the area in which you live?
Yes__No__Have you discussed your future career plans with your parents or guardian?

You must see your counselor to obtain a Mountain State application.

NAME_____GRADE_____

HOMEROOM_____SCHOOL_____

APPENDIX B

MOUNTAIN STATE VOCATIONAL-TECHNICAL SCHOOL

Office Use Only
(Student Number)
A.M. P.M.

FREDERICK, WEST VIRGINIA 25XXX

APPLICATION FOR ENROLLMENT

Office Use Only
(Course Number)
(Instructor)
(Room)

Name_____ Sex M/F Phone_____
Last First Initial (Circle One)

Address_____ City_____ County_____

Home School_____ Homeroom___ Grade 10 11 12
(Circle Present Grade)

Age_____ Date of Birth_____ Social Security Number_____

I want to enroll in the following course:

First Choice_____
(Name of Course)

Second Choice_____
(Name of Course)

Third Choice_____
(Name of Course)

DECLARATION OF INTENT AND STUDENT RECORDS RELEASE

I have discussed my vocational plans with my parents and my counselor, and I intend to follow_____ as a career. I understand that this is a
(Occupation)
two year _____, one year _____ program: that I will have a three (3) week adjustment period; and that thereafter, withdrawal will be considered only where there is clear evidence of a severe individual problem.

I understand that a copy of my school records will be sent to Mountain State Vocational-Technical School and that this Application will include recommendations by my home school counselor and teachers. I understand that my parents and I may review my records at my home school and at Mountain State Vocational-Technical School.

Signed_____ Date_____
(Student)

Signed_____ Date_____
(Parent or Guardian)

APPENDIX B (Continued)

REQUIREMENTS AND QUALIFICATIONS

1. I have researched the following occupational information that is available in our school. _____
(Name of Source)
2. I have discussed my chosen occupation with at least one adult who is presently employed in my chosen area._____
(Give Name and Occupation)

I have learned from the above research that:

*Most people in my chosen occupation:

_____Have union contracts with hourly wage scales.

_____Are non-union with hourly wage scales.

_____Have union contracts with salaries figured on hourly, weekly, or monthly basis.

_____Are on commission.

* A reasonable beginning salary for_____is_____.
(Occupation) (Amount per week

*Job opportunities for_____exist in the following industries, corporations, stores, shops, etc:
(Occupation)

1._____
2._____
3._____

*I selected this occupation because:_____
_____
_____

HEALTH SURVEY

Do you have any health problems or physical limitations which the school should know about for your safety and well being or which could cause a safety hazard in your chosen vocational area. Examples: (epileptic seizures, color blindness etc.)

Yes_____No_____ If yes, describe_____

_____
_____

HIGH SCHOOL COUNSELOR'S RECOMMENDATION

This section is to be completed by one of your counselors after you have completed all other parts.

Counselor's comments: (Your suggestions and recommendations are solicited and appreciated. (Add separate page if needed.)

_____
_____

Signed:_____ Date_____

School:_____

APPENDIX C

MOUNTAIN STATE VOCATIONAL-TECHNICAL SCHOOL
BUSINESS AND INDUSTRY SURVEY

Employer_____Date_____

Address_____

Phone_____Type of Business_____

Person Contacted_____Title_____

Personnel Information: No. of Employees_____Starting Wage or Salary_____

Types of Positions:_____

Special Requirements:_____

Time of day needed_____

Have you ever hired a student from Mountain State?_____

Have you ever hired a Mountain State graduate?_____

Were you satisfied with his or her trade knowledge?_____

If no, what were his/her deficiencies?_____

How many of your employment tasks make use of vocational skills?_____

What are the skills required?_____

How many employees have you hired in the past year?_____

How many of those hired entered jobs requiring vocational training?_____

List the types of training and number of persons employed in each area._____

_____

How many of these persons were hired to replace lost employees?_____

How many of these persons were hired to fill expansion needs?_____

How many persons do you anticipate hiring in the next year?_____

In what vocational-technical areas?_____

How many persons do you anticipate hiring in the next five (5) years?_____

In what vocational-technical areas?_____

Do you hire part-time or seasonal persons?_____In what areas?_____

_____

APPENDIX D

BUSINESS AND INDUSTRY FILE CARD

		Date
Firm or Company:	Openings:	Occupational Titles:
Address:	Pay Rate:	Hours of Work:

Person to See:

Title: Phone:

When to apply:	Age:	Union: ( )Yes ( )No
( ) Apprenticeship Program ( ) Training Program	Education 1 2 3 4 High School Post High School	Training Requirements:
Employer's Job Title:	Skills Required:	

REFERRAL AND PLACEMENT RECORD

Date Referred	Applicants Referred	Phone	Comments - Results

Follow Up With Employer

Method	Date	Comments